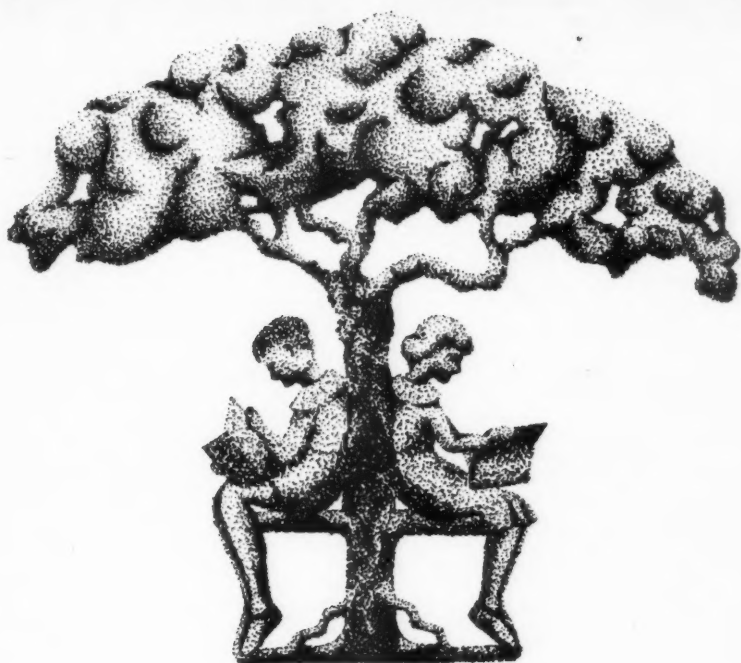


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MICHIGAN SCHOOL
LIBRARIAN

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THE MICHIGAN SCHOOL LIBRARIAN

Vol. 2 No. 3

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June, 1936

YOUTH

In the life of every person there comes a time when he separates himself more or less completely from the influences and associations of his childhood. This is a critical period in his life. What he does with himself between the ages of sixteen and twenty-five is likely to determine what he will do with himself for the rest of his life. The problem of Youth is to guide the employment of his splendid energies into useful and profitable channels during this critical period. More and more of our agencies that are engaged in educational work are directing their attention to this important problem. Educators are realizing more clearly than ever before that the librarian, by means of proper guidance in reading, study, and reflective thought, may exercise a strong influence in this period of life when the individual is plastic and impressionable.

We, who are engaged in teaching, are proud of the accomplishments of our associates in library work in this important field of training.

Eugene B. Elliott

Superintendent of Public Instruction
State of Michigan

THE YOUTH PROBLEM AND THE PUBLIC LIBRARY

By Anna L. Blackney

G. Stanley Hall says that the best test of every human institution is how much it contributes to bring youth to the ever fullest possible development. How the public library meets this test will ultimately determine the welfare of the library itself. The young person of today is faced with four problems: 1, his choice of vocation; 2, his use of an increasing leisure; 3, what ideals and standards to build into his personal character; 4, what attitude to take toward foreign peoples, other races, the world as a whole. The public library may play an important part in the solving of each of these problems. A realization of the enormity of the youth problem, an understanding of the forces that crowd out the influence of the library, and a strong consciousness of professional purpose should unite to stimulate librarians to action.

The forces that crowd out the library are many. The moving pictures, the radio, clubs, the lengthened school day claim the attention of young people. The library may meet these opposing forces by aiding and encouraging them and thus turn seeming defeat into victory.

About 30 million youth and children attend the moving pictures every week. How to cooperate with this great industry is a library problem. In some cities an arrangement has been worked out whereby the theatre and the library cooperate in the printing of bookmarks and theatre programs that advertise both the film and related books. The theatres are glad to use the book mark distributed at the library as a means of advertising. The library is brought to the attention of a wide and varied public through the program. The adolescent belongs to many clubs. These may be the avenue of increased library patronage. In Los Angeles there are year-round committees from the library who work with the Boy Scouts, Girl Scouts, Young Men's Christian Association, and Young Women's Christian Association. Radio programs including those of a musical nature and also lectures may be successfully used as an introduction to books. Conspicuous displays of books with an appropriate printed label and bulletin board advertising suggest themselves as methods that may be used. The lengthened school day decreases the number of hours that the young person can spend in the library. But this need not mean a diminished use of the library. Cooperation with the schools results in the sending of travelling libraries on selected subjects or recreatory reading for classroom use.

A study of the reading motives of 1,207 young people in Milwaukee, Wisconsin, showed that 20 percent of the reading interests were prompted by vocational needs. His choice of vocation is one of the most important decisions in the life of a young person. Many factors necessarily influence him. The library has the opportunity of serving him by answering questions concerning the qualifications, preparation, and opportunities of each profession or vocation. In addition to this factual material the library may provide biography and fiction that will instruct or inspire the young reader. A list that will serve as a guide in this work is Vocations in Fiction: An Annotated Bibliography compiled by M. R. Lingenfelter and M. A. Hanson in 1932. These titles are marked to indicate the age groups for which they are suitable. Some libraries have prepared indexes to indicate in just what biographies, plays, and novels the various vocations are portrayed. These indexes are for the convenience of the library patron.

Instruction in the worthy use of leisure is a well known objective of modern education. In addition to providing recreatory reading for those who love books, the public library may do much for the leisure of the less "bookish" public through the special-interest book and magazine which guide, encourage, and improve skill in hobbies. The study made in Milwaukee of the reading interests of 1,207 young persons revealed the fact that 30 percent of their reading interests were in specialties ranging from Italian architecture to raising potatoes.

During recent years the newspaper and magazine output has increased much

more rapidly than that of books. This fact agrees with the conclusion suggested by the findings of many studies: namely, that young people and adults do more reading of short, unrelated types of material than of longer selections that are closely related. In The Reading Interests and Habits of Adults, by William S. Gray and Ruth Monroe, it is indicated that 50 percent of adults read books, 75 percent read magazines, and 95 percent read newspapers. Adult reading habits should be a guide to the young people's librarian. If the young people are not provided with an interesting assortment of magazines and newspapers in the library, they may be lost as potential library users. Worse than that, they may turn to the cheap sensational type of magazine for their leisure reading. There are three types of magazines that attract the youthful reader: the story magazine; the special interest or hobby magazine; and the adult magazines.

The public library may be a strong force in the building of character by providing interesting books and magazines that make attractive honesty, self-reliance, courage, industry, unselfishness, and other desirable qualities.

The right kind of magazine and newspaper will help the young person to solve successfully his fourth problem: namely, what attitude to take toward foreign peoples, other races, the world. Adult magazines containing readable, impartial treatment of world problems or containing both sides of controversial topics should be easily accessible to young people. The unsettled, international situation, racial prejudices and national jealousies are factors that should influence the service that the library performs for youth. Knowledge of the home life, needs, aspirations, and literature of another people is followed by understanding, and that, in turn, by toleration and sympathy. A clear understanding of the interdependence of nations and of the selfish causes and devastating effects of war will be followed by a desire for peace. This knowledge and understanding may be gained from books that are readable, popular, and authentic. Such books include Lagerlof's Marbacka, Princess Der Ling's Kow Tow, Vera Brittain's Testament of Youth, Elizabeth Lewis' Chinese Books, Education of a Princess by Grand Duchess Marie, A Daughter of the Samurai by Etsu Sugimoto, Dhan Gopal Mukerji's Indian books, and Brown America by Edwin Embree. Travel books sympathetically written make a country and its people interesting, amusing, exciting, and often engender a desire to visit the country. Classics and masterpieces by men of other lands reveal as nothing else can the ideals and cravings of the people. A library that circulates such books among its adolescent youth and also adult readers is promoting international and racial understanding and world-mindedness.

Not only through the young people themselves but through their parents, teachers and advisers may the public library meet the youth problem. Books may bridge the gap between the parent and child as the following story suggests. A Philadelphia banker who had met with business reverses asked a minister for advice in regard to his relationship with his children. He said that while he was successful in business he had felt no lack in his role as parent. He had commanded and received the respect of his children by virtue of his financial success. But now all had changed and he needed something to support him, to strengthen his position in the home. The minister was not ready with advice that day but asked for time to study the problem. In a few days he returned to the banker and asked him if he had read any novels recently. "No, I never read novels", was the reply. The minister advised a reading course including novels, biography, travel, books that young people read. For a year the minister suggested new, popular, interesting books. The banker discovered that he had something to discuss with his children; he began to know their world. He and they had a common meeting ground.

The Reading Interests and Habits of Adults, by William S. Gray and Ruth Monroe is a study of the reading actually done by the various age groups. Sex, educational, and vocational differences are recorded. These studies show that there is need of a campaign among adults to elevate their tastes and to stimulate an interest in the better class of magazines. Many young people find the cheap sensational type of magazine in their own homes. Vigorous campaigns are needed to educate the parents that they may discriminate wisely be-

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SOME CHARACTERISTICS OF THE WORK IN THE TORONTO
PUBLIC LIBRARY WITH BOYS AND GIRLS *

By George H. Locke

Why the term "boys and girls"? Why not "children"? There is a psychological and personal reason. For many years I was closely identified with the work of training teachers for work in schools and colleges and in those early days the emphasis was placed upon what was called "the child" - the like of which was never known on sea or land - a suggestion that there might be a "type"! That can never be! We have a boy or girl, individual and personal until we try to mould him or his life into a pattern called "the child".

Then again another psychological reason became evident to me in my early experience in libraries where I found that with great difficulty I got any larger or older boys or girls to go to a Children's Room.

Now there may be some who think that is absurd. It is so to an adult person, but if one remembers that the entrance examination which gives a boy or girl the right to attend High School is the first line of social demarcation that occurs in life, he will realize that it is a very important time in the history of the boy or girl. He has left the "kids" behind. It must be understood that lines of social demarcation are the ones one feels.

There are those who would disregard these little "conventions" in childhood, but one must remember that such persons do not recognize the fact that youth is a period of life with rights and privileges of its own. We have come to recognize that the psychology of youth is different in many, many ways from the psychology of adults. There is no need to labour that statement after all these years of educational experiment. It is a world in itself - not a mere preparation for an adult world. It is just when the preparation idea is emphasized as is done so often now with vocational education that the work with boys and girls loses its essence, its flavour and its strength.

Granted then that it has a world of its own, is it not natural to conclude that it has rules of government of its own? Let me give you an example. We have long been using the Dewey Decimal System as an international language of classification of books. We experimented with it for many years so as to make it usable as possible, and we were proud of the general results. We never thought but that its classification would fit books for boys and girls as well as for grown-ups. It was said that the books are of the same general, material make-up and not differing widely in content!

And so while emphasizing the idea of a psychology for boys and girls we went ahead and arranged the material for their growth in this logical adult plan, one of the many inconsistencies of educational life. If one wished to know what boys and girls were reading he had to refer to the general scheme of classification which really was misleading because books for boys and girls are necessarily of many aspects and of very general knowledge - as becomes the development of the mind at this time of life. Therefore, after a long period of experimentation, we in Toronto adopted a system whereby we think we can measure to better advantage the stages of growth and the developments of interest.

The differences between Dewey and our arrangement are even greater to the child than to us. There is the difference of appeal, tangible versus intangible, attractive versus mechanical. There is an appeal to the logical, curious, and appreciative mind of a boy or girl in this arrangement of reading matter which shoves aside the card catalogue and indeed does away with it. For instance, stories of cave men are concealed under the heading in the catalogue "Great Britain, antiquities". This is a well-nigh insurmountable obstacle to the lad's actually finding what he wants. Almost any one prefers to look at

* Notes from an address delivered on this subject by Dr. Locke before the Library Science Department of the University of Michigan, May 2, 1936.

an actual book or a choice of several actual books rather than at a card; and certainly to an intelligent child the intangibility of a descriptive card can never compete in interest with the inside pages of an unknown book.

What we want to do is to attract boys and girls so that they may become readers and that can best be accomplished by making as easy as possible the entrance to the world of books.

And why a catalogue in the Boys and Girls Division where there are no miles of stacks but only a few thousand books that will be used! We gain intimacy by this method for they are not bothered by abstractions and left open to disappointment when the books and the titles are miles apart in the boy's consciousness!

We have tried it out and there is no question in the minds of any of our librarians. To go back to the old way is unthinkable. The new way has simplified routine in a manner we little thought. For instance, practically and mechanically speaking, it is possible for pages to put away books on the shelves and for the librarian to revise them at probably twice the former speed. In a profession whose greatest difficulty is perhaps that of overcoming too burdensome and time-consuming a routine sufficiently to have time for its own important aspects of reading and interpretation, this is valuable, especially in a Children's Room where there are busy times after school rather than a steady and less torrential flow of borrowers.

The room itself takes on a much more attractive appearance. Adults as well as boys and girls can "find their way" with greater ease. We have been making book displays in the orthodox manner on racks or on an emptied section of shelving to which the boy's or girl's attention is directed by a descriptive poster. We may still do this - but now at the same time the whole room consists of a series of such displays, one in every second section around the room over each of which a newcomer may see a sign reading, - "Fairy Tales", "Epic Heroes", "Animal Stories", "Poetry", "Famous People", "Things to Do" - a choice of everything he could possibly have at the back of his mind as a good sort of book to get out of a library, a suggestive choice in case he has come with no ideas of his own. His first sensation is that of feeling at home in the library. He will spend some time exploring each of these sections by turn and likely wander well through the whole room before he settles down to some one section - just exactly as your mind and mine works normally in getting first a general idea and then by analysis settling down to the consideration of some or all of its parts - the blooming, buzzing confusion James talks about.

Another aspect of such a system is that in many cases the classed or non-fiction sections seem to the child of equal or greater interest than fiction. A result of this is shown in the fact that the increase in the circulation of these books last year in the Boys & Girls House over the first year (1931) was about 70,000 while the circulation of fiction decreased by 20,000.

The number of books taken for home reading in 1935 is given below, under our arrangement of the books according to the reading interest of boys and girls:

X Picture Books.....	163,814
Z Little Children's Books.....	40,902
A Fairy Tales.....	107,498
B Legends.....	7,350
C Myths.....	7,907
D Epic Heroes.....	16,294
E Exploration.....	8,850
F Famous People.....	26,191
G History.....	39,359
H Geography and Description.....	25,346
K Natural History.....	47,965
L Science.....	7,173
M Practice Science.....	21,133

O Things To Do.....	18,054
P Art.....	3,715
Q Music.....	4,927
R Plays.....	8,132
S Poetry.....	34,889
N Standard Fiction.....	58,580
Fiction.....	376,503

It is just in this matter of knowing from the inside of the book, its appeal, its possibilities, its existence as literature, as opposed to the knowledge of its technical differentiation from some other book, obtained from the outside through an unnecessarily differentiating catalogue, that many differences to the boy and also to the librarian appear.

Take an example. Let us suppose the case of a boy interested in producing a play. He will want a good play and some ideas and instructions for staging, costumes, etc. Under the Dewey system he would have to look in at least three sections for the books which will interest and help him. He would find, if he were fortunate, some books on production over above the fairy tales - a place he would never have dreamed of looking. Then there would be some books on amateur theatricals in the 700's. These he would never discover by looking in the catalogue under amateur theatricals because he would not dream of looking up such a title. This would be a tiresome search and he might give it up having missed the whole section of plays of literary value which are just next the poetry farther along the room. As our books now stand, he comes into the library saying "plays" to himself and over a convenient shelf he sees a sign reading "Plays". The logic of finding under the sign all three kinds of assistance and material is clear to him.

Perhaps after he has looked through these he comes to the librarian for advice. Then comes the difference to the librarian. In the first place, she is more likely to have the opportunity of giving this advice. A shy boy looking perplexedly through the plays offers a more direct approach with assistance than a shy boy wandering aimlessly about the room or leaving it with the conviction that there are no plays in the library. A boy who asks advice on a busy day is more easily given satisfactory help when the librarian has only one section rather than three or more to explore with him.

There is another difference to the librarian. She can no longer say to herself 330-costumes, 793-amateur theatricals. She is forced out of any possible dependence upon the mechanical convenience provided by a system which places books rather than values them, and which necessarily disregards literary and intrinsic worth in the books as related to one another, to their common subject, and to the boy who is going to read and use them.

Some books in this way fall into truer perspective, are seen to have no place and are discarded. Others show increasing value and others still are added for experiment. These experiments become practicable because of the closer contact with the boys on their own ground and reveal values and interests previously undiscoverable. In this way our librarians see in a more definite manner what are the boys' and girls' actual and true reactions to the books they read.

I have dwelt upon this change in our library system because it is individual, radical, and characteristic of our attitude towards work with boys and girls. As you perhaps know, we have a Boys and Girls House - not a "Home", we do not compete with homes, individual or institutional. It happened that a house next to the library building fell vacant and I at once asked our chief of the Boys and Girls Division whether she wanted to try experiments we had talked of where the environment would have an opportunity of reinforcing our theories. We did it first in a small way, but, from the day we entered the "House", the question of discipline was settled for we were not in a public institution but in a house where social laws prevailed. Cleanliness and politeness had a chance. The children brought their fathers and mothers to see the walls of the house and the pictures, for we kept them as one would in an ordinary house to show how homes could be improved by care and above all to

show how well bookcases looked in a home (without glass fronts, of course).

And this old house had a back woodshed - a thing unknown to city dwellers. We extended it and made of it a small theatre which seats 100 children (on the floor - there are no seats). Here plays for boys and girls are given each week and scenes from books lure the boy to read the book.

This theatre has bookshelves and on them are copies of the books in the best editions which we recommend to parents to buy for their children, especially for Christmas. For ten years this has been going on, and the result is a decided improvement in the class of books for boys and girls in the bookshops of the city. This exhibit forms the nucleus of our annual exhibition of books suitable for parents to buy - the show being held in November, long enough ahead to get books even from England.

Let me illustrate our work from another standpoint. When John Dewey advised the Soviet Government in their desire to establish a system of education from the ground up unhampered by any former system, he pointed out that there are two aspects of education which are fundamental to success. One is to realize that there can be no real education without participation, and the other is that education is a process and not a state and therefore its function ceases only with death. Now in considering these two doctrines from a practical library point of view, I suggest that the first - the idea of participation is the one to be emphasized in youth - in our work with boys and girls, and the second justifies us in our efforts towards adult education. What is meant by participation and wherein does it differ from instruction? It really is instruction made human in its method.

One can't begin too young to realize that everything one does and sees becomes part of himself. This used to be emphasized from the strictly moral point of view, but it needs emphasis from the general, intellectual point of view as well. Life with boys and girls is dramatic, and there is an opportunity of developing the right values in all such work so that there will not be the inconsistencies which cause not only emotional disgust but encourage careless habits.

Let me close this glimpse into our library lives by impressing upon you that in these days of difficulty we must as librarians cast about for some way by which we may be able to stem the storm of depressed spirits resulting in depressed revenues.

The world has greatly changed not only for individuals but for institutions. Not only are individuals on relief but institutions are; and a suspicion is abroad that institutions are like many individuals who feel that the margin between what they can make on the work that is available, as compared with the more leisurely life on relief, is so small that the greater effort is unnecessary.

So we find that in these years of so-called depression, when the accountant rather than the salesman is the prominent feature, many of our institutions lamely accept what they call "inevitable fate" and decrease their labors to fit their decreased allowance. We have been content far too often to rely upon the general reputation for goodness and utility which accrue to an educational institution and depend upon the various devices of advertising characteristic of our neighbors in business. What we need in our civilization today is not power and wealth and knowledge, but spiritual vitality. Where is this vitality to be found? In the ordinary library.

Let us frankly admit that boys and girls are the most interesting things in life to their parents and that their interests, however curbed at home, are sure of protection and development outside. It is one of the great roots of the Library Tree which holds it firm when storms come.

And now that I have used the analogy of growth may I say that I fear we too often are like the people who prefer to plant radishes rather than oaks be-

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LIBRARY CONTACTS WITH THE JUNIOR WAGE EARNER

By Madge M. Edwards

The problem of establishing library contacts with young wage earners is not a new one but in the book "The Lost Generation", Maxine Davis has brought forcibly to our attention the necessity and also the opportunity of offering to the young people of this "lost generation" encouragement to read either with a definite program in mind or for leisure occupation.

In September at the opening of this school year more than 30,000 young people, a good sized city in itself, entered the 13 senior high schools of Cleveland. Before the year had progressed far, many of these young people, lured by the prospect of a pay envelope or because needed at home, asked for a work permit at the Board of Education Headquarters. In some cases this meant interrupting a high school education just begun and in others one that was well on the way to completion. Here a real opportunity presented itself to be of service to these young workers who need reading guidance and encouragement as much or more than those continuing in formal school work.

The Cleveland Public Library has been experimenting for some time with the problem of reaching these junior wage earners. Some years ago the Stevenson Room for Young People in the Main Library had a card printed with the heading "A New Job". The card reads thus:-

"Now that you have a new job, why not use the Cleveland Public Library?

"The librarians will be interested in your problems and needs and will help you to find the information you desire.

"The Library has books and magazines which will help you in your work as well as interesting books to read for pleasure.

"Bring this card to the Stevenson Room (third floor) Cleveland Public Library, 325 Superior Avenue, or to your neighborhood Branch Library."

This card is given by the Placement Department at the Board of Education when the work permit is granted.

Recently as the number of students asking for work permits increased, the need for a more personal contact was felt, so at the request of the Public Library, the Director of the Placement Department agreed to send to the Stevenson Room daily, a list of students to whom permits had been granted, listing the student's name, his address, the employer's name and address. Many of these permits are for work under the direction of the parent, doing housework, or work in small stores, garages or shops. A letter is sent by the Library to the employer, stating that information has been received from the Board of Education that he is employing a junior wage earner. We suggest that the parent or employer encourage the young worker to continue his education by using the library and the employer himself is also urged to make use of its services if he is not already doing so. This gives us indirectly a second library contact. A directory of the branch libraries is enclosed from which the branch nearest the home may be selected or if the young wage earner prefers to use the Main Library he is directed to the Stevenson Room for Young People. The letter is sent out as regular first class mail. The problem of the labor involved in preparing and sending out these letters is solved through the cooperation of a special Sociology class in one of the high schools, in which students are assigned a certain amount of field work correlated with some community service.

Five of these students are assigned to the Stevenson Room for a few hours a week to do this special service. They are students who are interested in the activities of a public library. One could wish for a definite record of results but sufficient replies in the form of appeals for help have been received to convince us that the experiment is well worth while. These requests are varied--suggestions for carrying on some particular study in which the stu-

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THE YOUTH PROBLEM

Summaries of the Talks given before the Regional Meetings of the Metropolitan Library Club of Detroit, February 27, 1936, are here presented.

DETROIT COUNCIL OF YOUTH SERVICE

(Miss Claire Sanders, Executive Secretary, Detroit Council of Youth Service, at McGregor Public Library, Highland Park.)

The Detroit Council for Youth Service was organized in accordance with suggestions from the Youth Administration and was composed of the Superintendent of Detroit Public Schools; Supervising Directors of Curriculum and Research, Detroit Public Schools; Commissioner, Department of Recreation; Wayne County Representative, National Youth Administration; General Manager, Employer's Association of Detroit; Director, Detroit Urban League; Superintendent Catholic Parochial Schools; President, Detroit Federation of Labor; Executive Vice-President, Children's Fund of Michigan; Secretary, Council of Social Agencies; Director, Merrill Palmer School; two members of the County Welfare Relief Commission and two representatives of Youth Organizations.

The McGregor Fund agreed to finance the expense of an Executive Secretary and clerical assistance on condition that the program adopted be such as would continue after the duration of the National Youth Administration. Such a program was agreed upon and projects were selected which would employ a maximum of adult leadership and at the same time provide the young people with opportunities for training in all phases of employment in the commercial, industrial and social world.

In order to obtain sufficient data regarding the qualifications of the young people, they are first assigned to the Guidance Project, initiated by the Guidance Department of the Board of Education and the Federation of Settlements. After interviews with trained workers it is found that about 50 percent of the young people can be immediately assigned to suitable projects. The rest are divided into groups of six and are sent out to Guidance Centers in the high schools, intermediate schools, settlements, Y.W.C.A., Y.M.C.A. and the Boys' Club. Upon the recommendations of contact workers in these centers, they are reclassified and reassigned to specific projects as soon as possible at these centers.

The Guidance Program in Detroit is under the capable leadership of Mr. Ray Johns from the staff of the Detroit Council of Social Agencies. From the Guidance Project, the young people are assigned to definite projects such as that initiated and sponsored by the Board of Assessors. On this project the young people will assist in developing and installing a master record card system providing a complete assessment history of personal property. Another project of unusual interest is that sponsored by the Board of Health on which those assigned will act as assistants to public health nurses and help in school clinics and health centers. The Department of Political Science of the University of Michigan has initiated a project to complete a statistical study of the records of Detroit areas to determine the relationship between resident, ethnic and economic groups and the political life of the community. Those sent to the Detroit Public Library project are engaged in copying extracts from early Michigan Newspapers for the Department of Political Science of the University of Michigan. These extracts will cover such subjects as the development of the statehood movement and party organization and its influence in the election of delegates to the Convention, etc. In addition to these projects, many more have been set up in Detroit and the surrounding districts.

The response of the young people has been remarkable. From every project come reports of complete satisfaction with the quality of work that is being accomplished. The results of the Guidance Program meetings have been no less encouraging. The young folks take an interested part in the discussion and are eagerly organizing clubs and joining in various activities designed to aid them in developing their resources and leadership ability.

WHAT OF YOUTH TODAY?

(Mr. Ray Johns, Assistant State Secretary, Y.M.C.A., at the Detroit Public Library Auditorium)

Twenty-five thousand young people in Metropolitan Detroit, for whom the normal sequence of school, job, marriage and home has been broken, present Detroit's youth problem. We do not have a youth problem, but youth problems: the problems of finding work, of continuing in school, of employing the long, empty hours of unemployed time, of knowing how to adjust one's self into a home where there is tension and irritation and lack of sympathy,--all outgrowths of the depression and problem of marriage.

Detroit industry is making efforts to find more jobs for young people; the apprentice program now under way is considered an encouraging trend. Government agencies, through CCC camps, PWA, WPA, and NYA are also proving helpful, and continued education has been made possible to thousands in Michigan alone through federal assistance. Educational agencies are endeavoring to meet the situation with an increased high school enrollment since 1929.

Libraries and librarians have also recognized the issue, and many have taken steps to do their share in meeting it, by creating a youth department similar to their children's department. There books on personality adjustment, current social and economic issues and good fiction have been assembled, made easily recognizable and available to young people. Librarians can do a great deal by showing a genuine interest in the individual young person, making him feel the library is a spot where he is wanted and welcome, and by making the library, so far as possible, a center for young people. Its resources should be integrated with those of other agencies endeavoring to help young people meet their problems, and a better interpretation to the community of the service it can give, is important.

In planning careers, young people might better make themselves as versatile as possible than to specialize, Mr. Johns said, as technological changes are today wiping out entire vocations and occupations overnight.

Young people have little faith today in government or politics, and are confused in their concept of freedom. They do not know how to think, or to take part in an orderly, gradual process of social change. To meet this situation the speaker advocated centers where young people can learn about themselves, discuss their abilities, aptitudes and perhaps be given tests to learn their own fitness for various occupations. We must give them, also, experience in social competency, an opportunity to align themselves to worthy causes.

WHAT YOUTH NEEDS TODAY

(Miss Catherine G. Sampson, Youth, Inc. at the Montieth Branch, Detroit Public Library)

The problem confronting youth is really three-fold: economic, educational and social. The economic phase of the situation concerns most especially the young people who, having completed the education necessary to equip them for work in the technical, professional or business fields, find themselves faced with a state of unemployment which experts are telling us is to be a chronic condition. Conservative estimates place the number of unemployed of working age in this country at about five million.

The educational problem concerns a slightly younger group of young people who have started their professional education and are unable to continue, or who have had no educational opportunities beyond secondary school.

The enforced leisure resulting from the unemployment situation presents a most serious problem to youth today. Only a few people have the imagination, originality or initiative to find for themselves happy, useful occupations for their spare time. The average age of the major criminal today is about nine-

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THE MICHIGAN W.P.A. COMMUNITY COLLEGES

By Henry J. Ponitz

The Community College Program in Michigan is one phase of the Emergency Education Program, organized to meet a portion of the problem created through widespread unemployment and relief.

In Michigan the number of unemployed, willing workers was estimated around 675,000 persons in 1933; 490,000 in 1934; and 343,000 in 1935. The number of persons receiving relief from public funds in 1934 varied from 466,937 in February to 811,642 in December. In 1935 a high of 801,805 was reached in January with a steady decline to November when great numbers were given employment through the Works Division of the Works Progress Administration.

There were estimated to be over 700,000 persons in Michigan between the ages of 16 and 24. A study of the Michigan Emergency Relief Commission shows that nearly 100,000 of these youth were, at that time, out of school, out of employment, and seeking work. Of this number over 80,000 were members of families on relief. The food, clothing, shelter, and spending money which they received came from various federal, state, and local public funds.

With these conditions of unemployment and relief in the background, the State Works Progress Administration authorized the organization of tuition-free schools on the first-year college level. Federal relief funds were made available through this organization to pay for the services of unemployed persons competent to teach and to perform other necessary services in connection with such a program.

It is intended that this program shall increase educational opportunity on a college level for high school graduates throughout the state whose financial background is too limited for them to attend existing collegiate institutions. This program is further intended to provide a procedure and stimulus for cooperative study of current problems and practical, and cultural subjects for all who are interested regardless of their previous formal schooling.

Twenty-eight Community Colleges are organized throughout the state. The University of Michigan, Wayne University, Michigan State Teachers College, Central State Teachers College, Western State Teachers College, and Northern State Teachers College cooperate in the organization and supervision of the work. Each of these institutions is in supervisory charge of a number of units within their respective zones. Over 2,500 students are enrolled.

The scope of the program in any given Community College depends upon the needs of the group and the facilities available for offering class work. Both credit and non-credit courses are offered. Students enrolled in courses which parallel regular freshman credit courses in the sponsoring institution may, upon the recommendation of the instructor at the close of the term, take a comprehensive examination in that subject prepared by and administered under the direction of the sponsoring college or university.

To a student who has successfully completed such examination, the sponsoring institution has agreed to grant extension credit in that course, provided the student meets the regular entrance requirements of the institution concerned, and provided such grant of credit is recommended by the residence subject department. It is suggested that students who do not meet college entrance requirements, but are interested in college credit, have their work accredited in the high school toward a college entrance diploma.

Once a student has earned extension credit in the above described manner, rules and regulations in effect in the sponsoring institution with regard to extension credit, validation, transfer, recording, application toward a degree, period of validity, etc. shall apply.

In small communities where a fewer number of students are interested in pursuing college work, application may be made for correspondence study cen-

ters. Correspondence lessons in all of the main freshman college subjects have been prepared through the cooperation and sponsorship of the Extension Division of the University of Michigan, and are available to such units. Completed lessons are returned to the Extension Division for correction.

The future trend of an educational program for unoccupied, out-of-school youth should be in the direction of a continuous organization because there is much evidence that the problem of unemployed youth is a permanent one. It is hardly necessary here to enter upon the now commonplace discussion of technological unemployment.

The enrollment in Michigan high schools has steadily risen since 1929. The enrollment in North Central Association high schools increased over seventy-five per cent.

In contrast to the increased enrollments in, and graduates from, Michigan high schools, the enrollments in Michigan educational institutions of college grade have decreased approximately thirty-eight per cent.

During the year 1935-1936 between seven thousand and eight thousand high school pupils and over four thousand college students are receiving federal aid (work-relief) under the National Youth Administration in order that they may continue their education at regularly established institutions.

A number of facts then point toward the need for continued educational assistance to recent high school graduates. Conditions of unemployment are not greatly improved. A greater number of pupils graduate from high schools but a small number attend college. Financial assistance is now being given to a number of thousand in order that they may go to college. The present program of community colleges and correspondence study lessons is offering opportunity for first year college courses to many others.

So long as there are great numbers of unemployed adults, so long will there be a great number of unoccupied youth and the attendant leisure-time problem. So long as youth is unoccupied, so long will they also compete with adults in the labor market.

WHAT IS THE NATIONAL YOUTH ADMINISTRATION? * * * * *

The National Youth Administration was established by President Roosevelt on June 26, 1935 "to do something for the nation's unemployed youth". Mr. Aubrey Williams was appointed its Executive Secretary and Dr. William Haber was appointed Youth Director for the State of Michigan. By the middle of August nearly all the State Youth Directors had been appointed, so that it was possible to call them for a meeting in Washington. The State Youth Directors assume the major responsibility for the successful operation of the program. The National office functions as an advisory unit.

The general aims of the NYA are four in number: First, to provide needy young people with educational, recreational training and work opportunities. Second, to get as much as possible of its appropriation into the pockets of needy young people. Third, to stimulate the development of socially desirable projects and enterprises designed to benefit youth generally. Fourth, to raise young people as a group as nearly as possible to a position where they are no longer underprivileged.

In achieving the above aims in accordance with these objectives, the NYA is being careful not to discriminate on any grounds whatever, against needy young people. It is giving young people employment or jobs that are rightfully theirs, avoiding the danger of simultaneously forcing older people out at the top. It is giving as many young people as possible an opportunity to plan and administer the program. And above all, it is aiding young people strictly within the framework of democracy.

Benjamin F. Comfort,
NYA Representative,
Wayne County.

Youth: A contemporary bibliography; Youth: Activities of libraries and museums; Youth: What civic and service clubs can do to help are three interesting and practical bulletins from United States Office of Education. The first presents contemporary opinion; the second describes how certain libraries are aiding the youth program; the third outlines the experiences of a number of communities in providing instruction and recreation.

LIBRARY TRAINING FOR GRADUATES OF TEACHER-TRAINING INSTITUTIONS

Because teachers seem unaware of the possible uses they could make of the library in their teaching, the question has arisen as to just how much training in the use of the library is given prospective teachers in the Teacher-Training Institutions of the State of Michigan. Of the five Teacher-Training Institutions in this State, two give no courses in the use of the library, two have short courses of ten to twelve lessons, one of which all Freshmen must take and the other an entirely voluntary matter. The fifth has a complete course in Library Science for prospective librarians but no general course for prospective teachers.

That there should be such training seems to be universally admitted. In an attempt to discover just what school librarians desire teachers to know concerning the library, a questionnaire was sent to four hundred and thirty-five school librarians throughout the state by the State Executive Board of School Librarians. Of this number eighty-seven were returned and the results tabulated. The complete tabulation is given at the end of this article.

In looking over these tabulations we discover that eighty-one of eighty-seven school librarians (an overwhelming majority) think that library training should be required for every School and Teacher-Training College Graduate. There seems to be a wider divergence of opinion in the length of time which should be spent on this training. The majority of the group prefer the six-weeks course or a one-year course as part of some other course and very few think the three-weeks course sufficient. The decision seems to be that this training should be given in either the Methods Course or the field of specialization and under the direction of the librarian with the aid of a teacher. A number suggested having the English teacher or teacher in the field of specialization give the work because more time could be spent on lessons and the lessons could be presented with greater ease.

Omitting the fifth point of the questionnaire until later in this resumé, and going on to the particular library tools to be taught, the card catalogue seems to rank most important. This is followed in order of importance by The Reader's Guide to Periodical Literature, encyclopedias, dictionaries, special reference books, the vertical file, bibliography, and last, the parts of a book.

In the care and use of the library materials it seems most important that the future teacher know the rules for borrowing and returning library material, and in the next instance how far in advance to notify the librarian of needs. How to care for pictures borrowed from the library and how far the teacher should go in looking up her own material seems of less importance to most of the school librarians.

Library publicity among the faculty would perhaps be a simpler heading for the fifth point in our questionnaire. It is evident in looking over the list a good many methods are used. It will only be necessary to list here the most important since the complete list will be found in the tabulation. Notifying the faculty of new or timely materials seems to be of first importance, followed by booklists and bibliographies, reference materials for classroom use, i.e.-enough magazine and book material for a class of fifty; exhibits and bulletin boards in corridors of school as well as in the library. This fifth point may seem a bit out of place in this questionnaire, but it has been put in to give the prospective teacher an idea of what service and cooperation she may expect from the library. A knowledge of how to use the library in an attempt to discover its resources for the teacher's individual field tends to make for a much better cooperation between the library and the members of the faculty. Not only this, but the teacher will be better fitted to cope with the outside reading of her classes, be it in background material for *Ivanhoe* or inventions since the Civil War for her history class.

In conclusion may we suggest that not less than a six-weeks course in library training be required of every graduate of a Teacher-Training Institution in Michigan. This course should cover the most important library tools and be given by some one well versed in library science.

QUESTIONNAIRE

1. Should library instruction be required for every Normal School and Teacher Training College graduate?
Yes -- 81 No -- 6
2. What period of time should the course cover?
3 weeks -- 13 6 weeks -- 32
1 year as part of another course -- 37
3. The library training should be an integral part of Method Course -- 41
Field of Specialization -- 30
Social Science Courses -- 8
Literature Courses -- 18
4. Who should give the library instruction?
English Teacher - 6 Librarian - 63
Teacher of each course -- 9
Methods Instructor -- 9

Which method do you prefer?
Librarian -- 34
English Teacher -- 16
5. List ways in which you have instilled and maintained the interest of teachers in the use of the library.
 1. Placing needed books on reserve -- 6
 2. Notifying of new or timely material -- 46
 3. Vertical file material-classroom Bulletin Boards -- 5
 4. Faculty teas in which new books are shown -- 2
 5. Book lists to teachers of respective subjects -- 19
 6. Reference work to rooms & looking up -- 23
 7. Personal interest in home-room classes -- 1
 8. Being of service to all at all times -- 2
 9. Directing group reading -- 3
 10. Exhibits & Bulletin Boards -- 22
 11. Bulletins -- 1
 12. New books purchased by teachers' club -- 5
 13. Classes for 30 minute periods -- 3
 14. Pictures illustrating units of current interest in school -- 4
 15. Teachers suggest books for purchase -- 3
 16. Serve as a go-between school & public library -- 4
 17. Setting down class-symbol to every reference in course of study -- 1
 18. Preparing programs -- 3
 19. Book reports -- 2
20. Keeping library routines simple - 1
21. Books & Magazines of Junior High Reading table -- 1
22. Teachers shelf & study table -- 1
23. Inviting teachers to bring classes to library -- 2
24. Library lessons on use of library -- 2
25. Faculty meeting discussions -- 4
6. Check the following, in order of importance, that you desire the teachers know how to use.
 - a. Card Catalog
First-52 Second-11 Third-10
Fourth-3 Fifth-3
 - b. Readers Guide
First-3 Second-19 Third-7
Fourth-20 Fifth-7 Sixth-2
Seventh-3 Eighth-1
 - c. Encyclopedias
First-14 Second-27 Third-16
Fourth-14 Fifth-8 Sixth-2
Seventh-2
 - d. Dictionaries
First-10 Second-9 Third-16
Fourth-19 Fifth-12 Sixth-2
Seventh-2 Eighth-1
 - e. Special Reference Books
First-4 Second-5 Third-13
Fourth-7 Fifth-18 Sixth-10
Eighth-1
 - f. Vertical File
First-1 Second-1 Third-1
Fifth-3 Sixth-12 Seventh-10
Eighth-7 Ninth-2 Twelfth-1
Fourteenth-2 Fifteenth-1
Sixteenth-1
 - g. Bibliography Making
First-1 Third-1 Fourth-1
Fifth-1 Sixth-12 Seventh-16
Eighth-14 Thirteenth-1
Fifteenth-1 Sixteenth-2
Seventeenth-1
 - h. Parts of a book
First-4 Second-3 Fourth-2
Fifth-8 Sixth-5 Seventh-5
Eighth-12 Twelfth-1
Fifteenth-1 Sixteenth-1
Seventeenth-1 Eighteenth-1
7. Care and use of library materials. Check most important
 - a. Rules for borrowing
First-43 Second-39 Third-3
 - b. How to care for pictures borrowed from the library.
First-4 Second-3 Third-6
Fourth-8
 - c. How far in advance to notify librarian of needs
First-31 Second-5 Third-3
 - d. How far shall the teacher go to look up her own material
First-6 Second-3 Third-4
Fourth-5

B. M. K.

THE STATE EXECUTIVE BOARD
OF SCHOOL LIBRARIANS * * * * *

The State Executive Board of School Librarians met May 23, 1936. At this meeting Miss Edith King and Miss Aniela Poray, members of the M.L.A. Legislative Committee, brought the matter of certification of school librarians before the Board. An outline of standards and points to be considered in a special form of certificate for school librarians was suggested to these committee members to report to their committee for further study and incorporation as a part of the final code to be presented at the M.L.A. meeting in the fall.

The Board endorsed the continuation of the Michigan School Librarian under the present editor and accepted the offer of financial and editorial cooperation in its publication made by the Executive Board of the M.L.A. The editorial board was given the power to work out the details of this cooperation and to negotiate with the M.L.A.

The results of the study made by the Board this year to ascertain from the school librarians of the state the essential training necessary for the prospective teacher to make the best use of library tools and books when she becomes a teacher appears as a separate article in this issue.

Will the school librarians of the state please send suggestions of programs for meetings to the State Executive Board? The Board is desirous of assembling as many of these suggested topics as possible, so that any demand for program suggestions from various chairmen of the M.L.A., M.E.A., or Schoolmasters can be met promptly.

At the February meeting of The Board, the recommendation was made that no person be asked to serve as an officer in any of the state library organizations more than once in five years. The notes of this last meeting as published in the last issue of The Michigan School Librarian suggested that this recommendation be voted on by the various groups at their next meeting. For their convenience the following list of officers is published. Please report the votes of your meetings to the Chairman of the State Executive Board.

Bertha M. Krogh, Chairman
State Executive Board

SCHOOL LIBRARIES SECTION OFFICERS
MICHIGAN LIBRARY ASSOCIATION * * * * *

- 1932 Chairman: Julia DeYoung
Secretary: Charlotte Bender
- 1933 Chairman: Dorothea Dawson
Secretary: Ann Wheeler
- 1934 Chairman: Julia Garst
Secretary: Bertha Krogh
- 1935 Chairman: Bertha Krogh
Secretary: Miriam Herron
Secretary-at-large: Irene Hayner
- 1936 Chairman: Miriam Herron
Secretary: Irene Hayner
Secretary-at-large: Ruth Irwin

SCHOOL LIBRARY CONFERENCE CHAIRMEN
SCHOOLMASTERS' CLUB

- 1932 Mary L. Widemeyer
- 1933 Edna Welcome Gardner
- 1934 Grace Winton
- 1935 Letitia McQuillan
- 1936 Ruth M. Irwin

LIBRARY SECTION CHAIRMEN
MICHIGAN EDUCATION ASSOCIATION

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- 1932 Frances Clendenning
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- 1934 Mrs. Bertha Laze
- 1935 Ruth Irwin
- 1936 Faye I. Beebe

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- 1935 Bernice Miller
- 1936 Mr. Proctor Maynard

Region 8

- 1932 Phoebe Iumaree
- 1933 Y. Maurice Doran
- 1934 Bessie Jane Reed
- 1935 Mrs. D. A. Stabler
- 1936 Hazel L. Crofoot

THE MICHIGAN SCHOOL LIBRARIAN

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WITH THE EDITOR

THE POWER OF YOUTH *****

No one who reads in these times can be unconscious of the tremendous forces around us on all sides. Newspapers and periodicals relate events, proclaim opinions which point the way to two opposing ends--world disaster or a new era. So many conflicting elements, so many possibilities, so many limitations! We may be listening to the cynical cries of a disheartening world reaction, but we cannot be deaf to the low and ominous beating of youth's tom-toms which seems to be increasing in vigor all over the world. It will be heard more clearly in America as time goes on. Will its vigor increase to fury? Shall the source of its power be the strength of physical force or shall it be guided by truth and understanding?

What of youth today? In the existing confusion of thought upon this question, where stand the schools and

libraries?

The June issue of the Michigan School Librarian is dedicated to the Youth Problem and the Library. The articles appearing in its pages present a picture of the efforts being put forth by various organizations, agencies, and institutions in their attempt to help youth find its way economically, educationally, socially and spiritually in a world which seems to be closing in on youth's opportunities.

We as school librarians stand in a strategic position of helpfulness. It behooves us to become familiar with all the facts attendant on this problem of Youth, to interpret practically and wisely the findings of the agencies already working, and to catch the interest of the child in the world of books which shall be an enduring one of benefit to him in his life after he leaves school.

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CERTIFICATION *****

The question of certification for librarians has been discussed by the Planning and Legislative Committees, M.L.A. and at the Round Tables which have been held at Marshall, Kalamazoo and Port Huron this spring.

Voluntary rather than legal certification, for the present at least, seems to be favored by the Legislative and Planning Committees. It is the consensus of opinion that a plan for voluntary certification for Michigan librarians be outlined and presented to the Michigan Library Association at the Tri-state meeting at Toledo in the fall.

The State Department of Education at Lansing is now requiring school librarians to meet the teachers' requirements in addition to library training. We hope to secure their cooperation in preparing a Special Certificate for school librarians which will better express our qualifications and needs.

Any school librarian who has convictions about certification for school librarians or suggestions about requirements for different grades may send them to Aniela Poray, 609 South West Street, Royal Oak or Edith A. King, Jackson High School Library, members of the sub-committee who are working on this problem.

NOTES FROM THE RICHMOND CONFERENCE * *

The following officers were elected for the coming year by the American Library Association:

President, Malcolm G. Wyer, Public Library, Denver, Colorado.
First Vice President, Amy Winslow, Enoch Pratt Free Library, Baltimore, Maryland.
Second Vice President, Carlton B. Joeckel, Graduate Library School, University of Chicago.
Treasurer, Matthew S. Dudgeon, Public Library, Milwaukee, Wisconsin.

Executive Board:

Harriet C. Long, State Librarian, Salem, Ore., and Forrest B. Spaulding, Public Library, Des Moines, Iowa.

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The meeting on School Library Standards conducted by Miss Edith A. Lathrop holds much of significance to school librarians of the country.

At this meeting, Mr. Walter Crosby Eells of the Executive Office of the Cooperative Study of Secondary School Standards, Washington, D.C., presented that portion of a tentative questionnaire to be used as a criteria for the evaluation of the secondary schools of the country which applied directly to the school library.

Comments and suggestions were called for from the school librarians present on the various points of the questionnaire such as, - Suitable library facilities for promoting the educational program; Qualifications of the Library Staff; The book collection; Periodicals and newspapers; Organization and administration; The librarians responsibilities with respect to the library, in relation to other staff members and pupils; The teacher's Use of the Library, etc.

The Cooperative Study of Secondary School Standards is still in the criteria formulation phase. It is planned to have a period of experimentation from July, 1936, to June, 1937 for the application and validation of the criteria to a large group of representative secondary schools in all parts of the United States. The following year an analysis and evaluation of the experimental data will be made, followed by the preparation of recommended practices to be considered by the several regional associations, such as the North Central Association.

U. OF M. LIBRARY SCIENCE ALUMNI VISITORS' DAY AT THE LIBRARY * * * *

On May 1st, when the librarians of the state of Michigan were invited to be the guests of the University of Michigan Library, the alumni of the department of Library Science met to take final steps to organize as a unit of the general Alumni Association of the University.

On this same occasion last year, Dr. B.A. Uhlenborg, M.A.L.S. '33, had proposed the formation of such an organization and appointed a committee of three to work out a constitution and prepare a slate of officers. The committee expects to have these papers before all those eligible to become members (about 850) by June 1st and hopes to have the constitution ratified and the officers elected by July 1st. All those voting and paying their dues (50 cents a year) before that date will become charter members.

The officers are to be elected for one year. There will be a Board of seven directors, including the officers and the retiring president, who will serve as a director for one year. The remaining three directors will serve a three-year term. In order that a certain degree of continuity may be maintained, they will be elected on a "stagger system".

According to the constitution the object of the Association of Library Science Alumni of the University of Michigan is "to advance the interest of the library profession, to aid the University of Michigan Department of Library Science, to promote interest in the Alumni Association of the University of Michigan, and to foster and maintain a spirit of fellowship and service among the members of the Association". A letter accompanying the constitution refers, among other worthy endeavors, to the possibility of establishing a prize for high scholarship in the Department and, perhaps, a scholarship paying full tuition.

The speaker at the morning conference was Mr. Lionel R. McColvin, Librarian of Hampstead Library, London, England. He spoke of some of the differences between library conditions in his country and ours, and explained the plan for interlibrary service in England, which operates in widening circles from even the remotest villages, until the desired book is

found. It is then sent by post directly to the borrower.

In the afternoon, Dr. George H. Locke, Librarian of the Toronto Public Library, gave a lecture on Kipling, reading selections of his poetry, and pointing out the serene beauty of his more mature work as contrasted with the earlier, more dynamic poems. Dr. Locke showed sympathetic understanding and appreciation of this great author and poet. The Alumni hope sincerely that they may look forward to many more such enjoyable reunions.

**MICHIGAN SCHOOLMASTERS' CLUB
LIBRARY CONFERENCE * * * * ***

The Library Conference of the Michigan Schoolmasters' Club held its annual meeting in the University High School Library, Ann Arbor, on May 1 under the chairmanship of Miss Ruth Irwin, Librarian of Highland Park High School.

Three speakers of widely different interests provided the meat of the program. Claude S. Larzelere of Central State Teachers College and an authority on Michigan history distributed a bibliography of the history of Michigan and briefly discussed the titles listed. Miss Elizabeth Barnard, chief of the art department of the Kalamazoo Public Library, spoke on the subject "Visual Education and the Public Library." "From Then Until Now" was the title of a highly informative and entertaining paper on the last century of children's books in America read by Miss Ruth Barnes, of the Michigan State Normal College, Ypsilanti. 15,000 children's books had been examined as a basis for this study.

The following recommendation of the State Executive Board of School Librarians was brought up for consideration. "No person may be asked to serve as an officer to any of the state library organizations more than once in five years." It was voted to send to the State Executive Board the opinion that no person should hold office in any more than one of the three state library organizations at the same time.

The following officers were chosen for the coming year: Miss Annette Ward, Librarian, Alma College, Chairman; Miss Esther Barth, Librarian, Monroe High School, Secretary.

METROPOLITAN LIBRARY CLUB OF DETROIT

Announces its

FIRST ANNUAL DINNER

Presenting

MARK VAN DOREN

Assistant Professor of English
Columbia University
Poet, Critic, Editor

Intercollegiate Alumni Club
Penobscot Building
Detroit, Michigan

Friday, June 5, 1936 - 6:30 O'clock

**HIGH SCHOOL LIBRARIANS OF
METROPOLITAN DETROIT * * * * ***

The Metropolitan-Detroit High School Librarians' Association took the form of a dinner at the Detroit Yacht Club, May 22.

Plans of the club for next year include a study of high school pupils' reading interest in the field of ethical values depicted in literature. This study will be developed by an analysis of a list of books prepared by Miss Faith Townsend of Northwestern High School Library.

The Committee, Grace Winton, Northwestern High School, Chairman, will appreciate suggestions as to the books to be analyzed, elements to be included or procedure, and especially will be glad of cooperation of library staffs or English classes in answering the questionnaire to be prepared for that purpose.

**SPECIAL LIBRARIES ASSOCIATION
MICHIGAN CHAPTER * * * * ***

The annual meeting was held at the Detroit Boat Club, Tuesday, May 26. Election of officers and other business followed dinner.

The Special Libraries Convention will be held at Montreal, June 16-19. The Michigan Chapter will be well represented not only in attendance, but on the program. Miss Frances Curtiss, Research Librarian, the George B. Catlin Memorial Library of the Detroit News, will read a paper, "Essential books for Newspaper Libraries", before the "Breakfast" Conference of the Newspaper group.



**WE RECOMMEND
BOOK SELECTION AIDS**

GENERAL

California School Library Association. List of books for high school libraries of California. California Library Association. Southern section, 1929. (May be purchased for \$1.50 plus postage from Los Angeles City School Library Dept., Brawn Bldg., 1240 S. Main St.)

Fitzroy, E.M. Illustrated editions of the classics. A.L.A. 1930. \$1.35

Horton, Marion, comp. Buying list of books for small libraries. 5th ed. A.L.A. 1935. \$1.35

Joint Committee of the American Library Association, National Council of Teachers of English. 1000 books for the senior high school library. A.L.A. 1935. \$1.00

Minnesota Department of Education. What books shall be selected first for the junior high school library? Library News and Notes. June, 1930. The department, St. Paul, Minn.

New York (State) University. Reference books for junior and senior high school libraries. Albany (The University Bulletin 1006) Oct. 15, 1932.

Standard catalog for high school libraries; abr. ed. Wilson, 1935. Price upon application.

Standard catalog for high school libraries; ed. by Zaidée Brown. 2d ed. rev. & enl. Wilson, 1932. Price upon application.

U.S. Office of Education. Aids in book selection for secondary school libraries, by E.A. Lathrop. (U.S. Bureau of Education pamphlet No. 57) Supt. of Documents. \$.05

Combined book exhibit. Check list and catalog of books displayed at regional conference of the American Library Association. Combined book exhibit, 1935. Free upon request addressed to

Thomas J. McLaughlin, Manager, Combined Book Exhibit, 950 University Ave., New York City.

HISTORY

Logasa, Hannah, comp. Historical fiction and other reading references for history classes. Rev. & enl. ed. McKinley, 1934. \$1.00.

Newark Public Library. Fiction helps in presenting history. Newark Public Library, School Dept., Library Letter, Sept. 1932. Reprinted Wilson Bulletin, Nov. 1932.

Roos, J.C., comp. Background readings for American history. (Reading with a purpose, no. 1) Wilson, 1935. \$.35

Woodworth, Rachel. Bibliography of North American Indians; list for junior high schools. Wilson Bulletin Jan. 1932.

BIOGRAPHY

Logasa, Hannah. Biography in collections suitable for junior and senior high schools. Wilson, 1933. \$.90

Ireland, N. O. Historical biographies for junior and senior high schools, universities and colleges; a bibliography. McKinley, 1933. \$1.00

Wilson, F. H. and Wilson, H. E. Bibliography of American biography, selected and arranged for secondary schools. (Pub. of National Council of Social Studies, no. 5) McKinley, 1930. \$.75

SCIENCE

American Association for the Advancement of Science. Scientists book-lists. Washington, The Association, Smithsonian Institute Bldg., 1931. \$.30

"A series of twenty-seven useful leaflets containing selective annotated bibliographies on various fields of science."

Newark Public Library. The Sciences; pts. 1 & 2. Newark Public Library, School Department, Library Letter, Sept. & Oct., 1931.

Webb, H. A. The high school science library, 1910-date. Author, Peabody College for Teachers, Nashville, Tenn.

An annually revised list of

science books suitable for the high school library, appearing first in an issue of the Peabody Journal of Education. "The list is annotated and gives recommendations for budgets ranging from \$10 to \$250." Latest list, 1934-35. \$.12

Woodring, M. V. and Oakes, M. E. & Brown, H. E. Enriched teaching of science in high school. Columbia University, Teacher's College, 1928. \$2.75

PLAYS

National Council of Teachers of English. Guide to play selection; a descriptive index of full-length and short plays for introduction by schools, colleges and little theatres, by Milton Smith. Appleton Century Co., 1934. \$1.25

Seligman, Marjorie and Frankenstein, L. M. Plays for junior and senior high school. 2d ed. rev. Wilson, 1932. \$.60

Tucker, Marion S., Comp. Theatre books for the school library. Theatre Arts Inc., 1932. \$.50

University of Michigan. Library Extension Service. Plays for high school production. University of Michigan (Bulletin v. 36, no. 20) Sept. 15, 1934 n.p.

Annotated list; gives number of acts and number of characters for each play; contains bibliography of play production books and of published lists of plays for amateur production.

L. McQ.

THE YOUTH PROBLEM * * * * *

(Continued from page 10)

teen years as compared to the average twenty-six years of ten years ago.

What is to be done? Let us discover not only what youth wants, but needs. First, he wants work. He needs it to turn his eyes to new horizons. Then he needs opportunity for education whether in school or through music, good books, interesting speakers, etc. Socially, youth wants a place in the scheme of things. The need is great for healthful, constructive recreation centers. Most important of all, youth needs understanding, sympathy and cooperation from maturity.

TRUE ENCYCLOPEDIA REVISION

Continuous revision as applied to school encyclopedias is a term frequently used and infrequently understood. Real revision involves more than factual changes. It must take into consideration changing social viewpoints, and necessitates a constant study of the requirements of changing school curricula.

Such revision must be done with skill. The encyclopedia editor must be able to distinguish between fads and fundamental changes in educational thought and procedure.

An article may become obsolete in viewpoint while still factually correct. The early encyclopedia articles on Cattle merely sketched the story of the bringing of cattle into this country and mentioned briefly the best known breeds.

As the new trend in teaching shifted emphasis from things themselves to their effect upon the lives of people, the subject of cattle assumed a new significance. Progress in the civilization of old-world peoples was dependent upon the maintenance of herds. In the development of our own western country, cattle played a part second only to that of the railroads.

Obviously, then, the modern encyclopedia must consider the subject of cattle from the social as well as from the zoological and agricultural standpoint.

Likewise an article on furs in an older encyclopedia dealt chiefly with fur-bearing animals, their trapping, and the preparation of the pelts for the market. Today an article which does not also tell that thrilling, dramatic story of the history of the American fur trade is obsolete in treatment even though it names every fur-bearing animal in the world.

Every encyclopedia publisher recognizes the importance in revision of full appreciation of changing social viewpoints and new curricular emphasis. An encyclopedia is up to date only insofar as this belief is put into actual practice.

Leora J. Lewis
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PROFESSIONAL GLANCES

This column contains notes of articles appearing in the professional magazines, announcements of new publications of interest to school librarians, and of aids in library work. We hope that in the column you may find something new and stimulating.-Ed.

From the Gist of the St. Louis Meeting of the Department of Superintendence we take the following paper on "Library Skills", by Carter Alexander of Teachers College, Columbia, read before the college teachers of education:

"Skill" here means "the ability to use one's knowledge effectively and readily in execution of performance, developed or acquired aptitude or ability." Implications: (1) The skills of interest here are based on library knowledges, (2) these skills involve profitable use of library materials, (3) a student is not born with these skills, but rather acquires them through experience or training, (4) he can expect far better and speedier results under adequate training conditions than from his own haphazard and undirected efforts.

The mental library skills needed in good educational research are more important than the mechanical skills, but both kinds are needed. The most important mental skills, each of which has its correlative mechanical skills, are: planning, resourcefulness, organization of a bibliography, command of the different kinds of reading, and command of note-taking techniques.

For training students, these principles hold: (1) The student must be given as powerful motives as possible for acquiring the skills (2) he must think through the acquisition of the needed skills and thoroughly understand what he is doing and why, (3) library skills can be acquired only by activities involving these skills carried on by the acquirer, (4) on essentials, the conditions under which a student acquired a skill should approximate those under which he will later use it, (5) the instruction should exemplify what it advocated, (6) a student securing an incorrect answer or using a wrong procedure must be shown his precise mistake and how to correct it, (7) at

the end of the training period the student should synthesize his experiences.

Mr. Alexander's complete paper will appear this spring in Education-
al Administration and Supervision.

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Librarians will be interested in an article called "A College for One", by Philip Curtiss in Harper's Magazine, May, 1936. His instructions on how to read are refreshingly un-pedagogical and could be recommended to non-readers even of junior high school age.

"When you begin a new book look up the author in the big encyclopedia. Do not try to remember the exact dates of his life but place him generally in your mind by some picture of your own, such as "about Civil War times", or "about the time of the Pilgrims". As you read more and more books try to remember the authors who lived about the same time in different countries. Likewise, when you read history, link up each big event with some other event with which you are familiar--either because it came at about the same time or because it was like it.

"Don't read too fast or too slowly. Don't stare at each paragraph as if it contained some mystic secret. Read right along, as you would read a story, but if you almost get an idea but don't quite get it go back and read a second time. Do not set yourself a certain number of pages to cover in a day. You may read two pages one day and thirty the next. It doesn't matter at all when you finish the book but you must read every page and every word. If you can't seem to make sense out of a new author just keep on reading the words. You will get used to him and he will clear up in a short while."

In the April 1936 School Library Notes, published by the Board of Education, Newark, N. J. (subscription \$.25 per year), is an excellent guidance lesson on "Care of Library and School Books". The article is reprinted from the Library Journal and was originally written by Catherine Van Dyne. The lesson was presented in the Robert Treat Junior High School of Newark where guidance is helping solve some of the problems of the students and the school in an admirable way, if this lesson is a criterion.

M.H.

PERSONALS * * * * *

Conventions seem to be the spring activity of school librarians. As for the summer, - summer teaching, foreign travel, weddings and new home construction appear on the calendar. What! Is it possible, Winchell, you didn't hear _____?

Miss Letitia McQuillan, Librarian of Kingswood School, Cranbrook, and the worthy editor of our book department "We Recommend", will become the bride of John E. Lynch of Merrill, Wisconsin, on June 27, at a church wedding in Merrill, the bride's home. On July 4, Mr. and Mrs. Lynch will sail from New York for South America. They will stop at Panama and points of interest on the Southern Continent, as well as visiting Mexico on their return. After August first the couple plan to be at home, 300 Park Street, Merrill, Wisconsin.

Miss Constance Bement, Director of Extension, Michigan State Library, has been selected vice-chairman of the County and Regional Libraries Section, A.L.A., at their May meeting.

Miss Miriam Herron, Librarian of Northern High School, Flint, will teach courses in school library methods at the University of Kentucky during the first summer term.

Attending the annual A.L.A. Convention at Richmond, Va., May 9-16, were Miss Constance Bement, Miss C. Irene Hayner, Mrs. Lois Place and Miss Dorothea Dawson.

Miss Catherine Applecrist, Assistant Librarian of Northern High School, Flint, attended the National conference of the Y.W.C.A. in Colorado Springs, Colorado, from April 27 to May 5.

Miss Avis Lane, Midland High School Librarian, discussed the subject "Library Service to High Schools" at the district round table meeting for central Michigan at the Thompson Home Library in Ithaca. Miss Maxine Sprague of the Bay City High School and Junior College Library explained the use of the vertical file in the school library at the same meeting.

Miss Charlotte Needham, Librarian of Zimmerman Junior High School, Flint, will become the bride of Wilburn Legree on June 30.

AU REVOIR! * * * * *

We accept with regret the resignation of Miss McQuillan from the Editorial Staff of the Michigan School Librarian. Her splendid professional standards, her fine spirit of cooperation and interest, the excellent copy for her department - "We Recommend", will be missed by her coworkers and the librarians of the state. All happiness, Lettie, in your newly chosen "profession"- marriage. And now that you have this "new leisure", we suggest that you keep in touch with your professional friends in Michigan by an occasional article to appear in our future issues.

News has reached us that Miss Julia De Young, former editor of our "Voices from the Ranks" department, who resigned her position as librarian at the Muskegon Heights High School to attend the Nebraska State Teachers College at Kearney this past semester, is planning to continue her library training next year. We know she will enjoy her work and the change of scene. We shall miss Miss De Young's enthusiastic support of our publication, and express this regret even as we send westward our very best wishes for her success.

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SOME CHARACTERISTICS OF THE WORK IN THE TORONTO PUBLIC LIBRARY * * * * *

(Continued from page 7)

cause they can see the results of their labour. They forget that those who are blessed are those who have not seen and yet have believed. I suppose it is natural to want to see the result of one's labours, and yet if that were the ideal of all our people, what would become of the nation! It takes faith to plant acorns and hope for the great oaks which one will never see in their full glory; but, after all, isn't faith what is necessary, especially in these days when so many walk by sight?

This work with boys and girls carefully and sympathetically done, not only gives them a background of national history which enables them to make just comparisons in later life (the essence of education), but it makes friends for the institution who, when they grow up, will stand by this institution in the evil day.

I am looking now on the practical and social side of development through the boys and girls as well as the all important fact of their own development into intelligent citizens. These cannot well be separated if they are pursued in the right spirit.

LIBRARY CONTACTS WITH THE JUNIOR WAGE EARNER * * * * *

(Continued from page 8)

dent is especially interested, help with the new job, a hobby or just reading.

This experiment is one of our attempts to establish a contact with the junior wage earner. A similar system of introduction card is used with the high school graduates. Just before the student graduates his school librarian learns whether or not he has a reader's card in the Public Library either at the Main Library or any branch. If he has none, she asks him to fill in a card stating which library he prefers to use. The student is then given a card of introduction to the librarian of the branch he selects. The librarian is also notified that this student has received such a card of introduction. If the card is not presented within a certain length of time, the librarian may follow up the contact. This method of introductory card assures the student that he will be welcomed as a borrower and establishes a friendlier relationship for one who may feel lost in a new environment. Such a service has been appreciated by student and librarian alike and serves as a definite link in joining the school and the library --two essentials in the life of our young people.

THE YOUTH PROBLEM IN THE PUBLIC LIBRARY

(Continued from page 3)

tween magazines and books.

Many studies have been made of the reading interests of people of all age groups and occupations. These studies may be used as effective, intelligent aids in book selection. Suggestions concerning the administering of the book collection may be deducted from their conclusions. In the School Review for 1929 is recorded the study made by William F. Rasche of the methods used by teachers, school librarians, and public librarians to encour-

age reading among young people. One of his conclusions is stated as follows: "All educational workers have developed methods for improving tastes in reading and for making interest permanent". What People Want to Read About, by Douglas Waples and R.W. Tyler, tries to discover what people would like to read about. It is not concerned with what they are actually reading. This study may suggest the purchase of types of books that have not yet been published. Such cases provide an opportunity for librarians to make suggestions to publishers.

These studies seek to give objective evidence concerning the reading taste of the public. Acquaintance with them, supplemented by the use of the many excellent bibliographies that are available, should result in a young people's collection that will educate, inspire, and attract the young people of the community. A library cannot fall short in its contribution to youth if it has an adequate collection of books and magazines and a librarian with a planned youth program. Its social significance will be obvious and assured.

OUR CONTRIBUTORS * * * * *

EUGENE B. ELLIOTT (Youth) is the Superintendent of the State Department of Public Instruction at Lansing.

GEORGE H. LOCKE (Some Characteristics of the Work in the Toronto Public Library with Boys and Girls) has been the Chief Librarian of the Toronto Public Library since 1908. He served as president of the American Library Association in 1928. Dr. Locke is an educator and a librarian of international reputation, an author and contributor to educational and literary periodicals.

MADGE M. EDWARDS (Library Contacts with the Junior Wage Earner) is the First Assistant in the Stevenson Room of the Cleveland Public Library.

ANNA L. BLACKNEY (The Youth Problem and the Public Library) is an assistant in the Children's Department of the Grand Rapids Public Library.

HENRY J. PONITZ (The Michigan WPA Community Colleges) is the State Director of Education of the Works Progress Administration, Lansing. He was formerly principal of the Royal Oak High School.

THE J. L. HUDSON COMPANY

DETROIT

Extends an invitation to all librarians
to visit the mezzanine

B O O K S H O P

Make a habit of dropping into the Book Shop whenever you are in Detroit! We like to talk books, you know -- to exchange views on how to help people find the RIGHT thing to read! We are happy to supply you, upon request, with book lists of juveniles, the new poetry, biographies, "best sellers", and the important prize awards.

Our little booklet, "Books of the Month", which is yours for the asking, tells you what the leading publishers have to offer. The Herald-Tribune pamphlet, "BOOKS", of which complimentary copies are available, gives you weekly reviews.

Come in and meet the prominent authors, whom we frequently present in person. And watch for news again this fall of Hudson's big BOOK FAIR!

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COMPTON COMMENT

"The Old Dominion" has a new interest to both publishers and librarians this spring, because of the Conference of the American Library Association held in beautiful, historic Richmond on May 11-16.

Compton's contribution to the convention was a professional exhibit on "Bookmaking" which has been in constant use by library schools during the past year. This exhibit consists of seven panels upon which are mounted materials illustrating all of the mechanical processes involved in the making of a book.

Before one's eyes an original page of manuscript is converted into the perforations of a monotype ribbon--translated into a galley of type--made up in page form--molded in wax--electrotyped into a pattern plate. Meanwhile, the halftone plates for the illustrations are made--soldered into the pattern plate in their proper relation to the text. The "pattern" is then molded in lead--and the nickel-type printing plate is made. Photographs show the presses running, and then we see the book signatures gathered together and strongly bound into the finished book. Last of all the progressive steps in process color printing are shown with proofs illustrating the exact amount of each primary color registered in the finished picture.

* * *

Letters concerning the exhibit have been most enthusiastic. From a faculty member of one library school came the statement--"My students have never been so well prepared as they are this year--thanks to the Compton exhibit!". . . "One of the finest exhibits I have ever seen assembled," wrote the Director of another school.

Compton editors have been pleased with these commendations, but are quite modest in their acceptance of them. . . for the original idea of the exhibit came from a librarian.

A teacher, a librarian, and a member of the Compton editorial staff recently lunched together. Said the teacher--"Speaking of Einstein--which we were not--did I ever tell you of my first introduction to Compton's? When the Einstein theory of relativity was front-page news, jokesters announced that there were only ten men in the world who could understand it. Many people took this statement seriously. My personal conviction was that the statement would still be true if the number were reduced by nine.

"One day I saw on a library reading table a new set of Compton's. As I leafed through a volume, who should suddenly appear in the center of a page but my old friend Mr. Einstein--bushy hair, quizzical eyebrow and all. Indignantly I read the headline--'Einstein and His Famous Theory of Relativity.' Absurd! If a teacher of experience couldn't understand Einstein, why try to explain his theory to children!

"Just then the diagram on the first page caught my eye. I dipped into the article--read it through--growing more fascinated every moment with the clear, graphic presentation. Suddenly light broke through. I almost laughed out loud. Not having a mathematical mind, I could never follow through the mathematical processes of the theory, but the general underlying principles were no longer a mystery. Compton's had turned the trick!"

The librarian laughed--"We frequently send adult patrons to Compton's because of its clear treatment of subjects which as ordinarily presented seem a little difficult to grasp. I can't exactly describe the Compton method of treatment. The essential facts are there--the style is interesting--and usually a graphic illustration serves as a mental stepping stone between something which the reader has actually experienced and the seemingly abstract subject which he is trying to understand. As for the boys and girls--they don't have to be told to go to Compton's whenever they are puzzled.

L. J. L.

COMPTON'S PICTURED ENCYCLOPEDIA

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CHICAGO, ILL.

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School of Library
General Library
University of Wisconsin
Ann Arbor, Michigan



